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ED 012 704 SP 001 188

NEW CONCEPTS IN TEACHER UTILIZATION.

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PUB DATE 29 APR 67

EDRS PRICE MF-$0.25 HC-$0.64 16P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *EDUCATIONAL CHANGE, FACULTY PROMOTION, MANPOWER DEVELOPMENT, *MASTER TEACHERS, TEACHING LOAD, TEACHING CONDITIONS, *TEAM TEACHING, TECHNOLOGICAL ADVANCEMENT, COLUMBUS

THE PRESENT CONCERN WITH UPGRADING OF THE DISADVANTAGED IS LISTED AS FOURTH IN A SERIES OF EDUCATIONAL REVOLUTIONS, THE OTHERS BEING (1) HORACE MANN'S COMMON SCHOOL, (2) THE KALAMAZOO DECISION, OPENING SECONDARY EDUCATION TO THE MASSES, AND (3) THE G.I. BILL BREAKTHROUGH IN HIGHER EDUCATION AFTER WORLD WAR II. THE PRESENT SITUATION IS CHARACTERIZED BY MOBILITY, TECHNOLOGY, ACCELERATING CHANGE, CULTURAL REVOLUTION, URBANIZATION, AND A POPULATION WITH AN "HOURGLASS FIGURE" (LARGE GROUPS OF YOUNG AND OLD, WITH THE DECIMATED DEPRESSION GROUP EDUCATING THE BURGEONING POST-WAR GROUP). TEACHER NEEDS ARE SPECIFIED AS TIME TO TEACH, MANAGEABLE LOAD, SPECIALIZED SKILLS, SCHOLARSHIP, AND ACCESS TO NECESSARY MATERIALS. THE ASSUMPTION THAT A MASTER TEACHER IS OBTAINABLE FOR EACH CLASSROOM IS OUR GREATEST EDUCATIONAL FALLACY. A MORE SENSIBLE VIEW IS A HIERARCHY OF TEACHING POSITIONS FROM CLERICAL AIDES THROUGH "EXECUTIVE TEACHERS" (WHO CAN WORK WELL WITH ADULTS AS WELL AS CHILDREN). TEACHING AS A TEAM EFFORT HAS THE ADVANTAGE OF A GRADUATED PAY SCALE, ADVANCEMENT THROUGH ACHIEVEMENT, AUGMENTED MANPOWER, ENCOURAGEMENT OF THE ABLE TO REMAIN IN TEACHING, EXPOSURE OF CHILDREN TO SUPERIOR TEACHERS, AND POSITIONS OF VARYING DIFFICULTY AND RESPONSIBILITY. A PAY-SCALE RATIO FOR A TEAM OF TEACHERS BASED ON A FIVE PUPIL UNIT MIGHT BE--EXECUTIVE TEACHER 1.25, PROFESSIONAL TEACHER 1.00, PROVISIONAL TEACHERS .85, INTERN .40, AIDE-TECHNICIAN .35, AND CLERICAL AIDE .30. THIS PAPER WAS PRESENTED AT A MEETING BETWEEN THE NATIONAL COUNCIL OF PARENT-TEACHER ASSOCIATIONS AND THE NATIONAL COMMISION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS (COLUMBUS, APRIL 29, 1967). (AF)

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NEW CONCEPTS IN TEACHER UTILIZATION

Martin Essex
State Superintendent of Public Instruction
NCPTA--TEPS
Saturday, April 29, 1967
Walnut Ridge High School, Columbus, Ohio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Enshrined in the history of education is the stereotype of the frontier schoolmaster. His was the rural American school that produced the Rockefellers, the Firestones and the Ketterings, and won respect for the profession of teaching. The term "schoolmaster" is out-of-date today, but the need for educators who are masters of their profession is greater than ever on our modern frontier.

(1)

It is a frontier characterized by mobility. Thirty million Americans change addresses each year. Classrooms become cosmopolitan, and what is taught in Alabama or Oklahoma or West Virginia today, may determine the skills of the citizenry of Ohio, Oregon or New York tomorrow. With the fact of geographic change, one out of every six jobs today is located in just three states--California, Texas and Florida--as population has moved westward and southward. We dare no longer be provincial in standards of teacher education and certification.

Our new frontier is characterized by technology. By the end of this decade, output per man hour will have doubled in the quarter century since World War II. Automation, cybernetics and a computerized economy have revolutionized employment.

We are the only nation that has deployed the majority of its workers to services in contrast to the production of goods. There are 15 million more Americans teaching, transporting goods, buying and selling, working for government and performing other services than there are in the entire farm and goods manufacturing sector. Unfortunately, for all too many, there is no longer room at the bottom for the unskilled and unschooled.

It is a frontier of accelerating change.

The body of human knowledge is expanding at a geometric rate. Will Durant, in hi projected ten-volume Story of Civilization, may become the last scholar with the time and genius to master an entire field of human learning in a lifetime. Most of us cannot keep abreast of the developments within one specialized

branch of learning. Moreover, it is more difficult to determine which principles and facts to teach. One may not be able to predict which will survive in the future. For example, a young man embarking on his career today may expect to prepare for several different jobs in his work career.

It is a frontier of cultural revolution.

The sociologist, rather than the psychologist, has become the spokesman for the direction of education--particularly for the minorities--in America. New concepts, as yet unproven, about the education of separate ethnic groups are guiding educational policy. Studies of family life, of children's self-image, and of neighborhood economics, confirm the factors of motivation and genetics that tend to perpetuate poverty and ignorance. Can the American school achieve what no civilization here or abroad has ever accomplished--that of changing the basic learning rate of children? The pre-school Head Start programs are a hopeful, if unproven, venture in that direction.

It is a frontier of urbanization. The heterogeneous American village of doctors, lawyers, merchants and chiefs has given way to a homogeneous culture. Whether we live in the suburbs or in the cities, we tend to group ourselves in populations of like backgrounds, like incomes, like ethnic heritages, like educations, and even like religions. The typical middle-class teacher may be confronted with entire schools of children with much more limited--or sometimes much more enriched--backgrounds than he possesses.

The big frontier is in the hearts of our cities--the bowels of the urban centers where an affluent society's economic failures today are concentrated. In an earlier generation, the counterpart of these Americans dropped out of school, but kept their self-respect as railroad gang laborers, farm hands or infantrymen. Today, power-driven devices have lifted the burden from men's bodies; there is no market for the strong backs on the farms or in the transistorized armed forces. These unneeded have become the hostile and the alienated.

It is a frontier of urgency, one in which the American people have become impatient with their schools. They want more innovation. Increasingly, also, education is becoming an element in national policy. The role of education in national security is expressed in the National Defense Education Act. Education is seen as the avenue to employability in the Vocational Education Act of 1963. Education becomes an instrument for social change in the Economic Opportunity Act and Elementary and Secondary Education Act.

It is a frontier with an hourglass figure--a large population at the younger side, another large group on the older side, and a slim waist between. In other words, the decimated group from the depression years is educating the burgeoning group from the post-war years. Schools, colleges, government, business industry--all are competing for the developed and experienced personnel in the 35 to 45 age group. Thus, the teacher shortage, more broadly, is a manpower shortage. There is no immediate solution to it; it challenges our most daring

thinking to deploy teaching talent in creative ways.

Thus, we are part of a revolution in American education--a fourth revolution. The first was ushered in by Horace Mann and his exciting concept of a common school--opportunity for all. The second revolution erupted in our own midwest with the Kalamazoo decision that opened secondary education to the masses. The third revolution was the breakthrough in higher education that accompanied the G. I. Bill after World War II.

Now we are in the midst of a fourth revolution, unprecedented in our own experience and its objectives unachieved by any other nation or civilization. The question is, can we upgrade and bring dignity to our economically disadvantaged--those for whom no school has served successfully?

Some of the new questions are repeatedly articulated in the market place of national concern.

Can we re-design American education to move up the average and the gifted to new heights? To further upgrade the skills and competencies of a whole generation? To make room at the bottom for those characterized as unemployable?

Can we accept responsibility for initial job placement for all American youth?

No profession in history has carried the mammoth, multi-targeted responsibilities that these questions present. The American school has been a phenomenal boon to the human race; its present challenge has defied even limited conquest to date.

To complete the miracle, education will be called upon to extend the values and ideals of our culture to new segments of the populace more effectively than the McGuffy Readers; to offer self-fulfillment to the 20 percent in the lower income brackets so that they may share in the spectacular scope of the American dream; and to serve the national interest in defense, employability, eradicate poverty and, not least, continue to sustain representative government.

The tools of revolution are at hand. Never have teachers had more spectacular resources with which to work. Available are mechanical devices, from self-tutoring machines to tachistoscopes. Included also are electronic devices, from language laboratories to computerized listening centers. Newer types of printed materials are readily at hand from full-color charts to programmed textbooks. The visual aids go from overhead projectors to television sets. The information sources extend from electronic data processing to microfiche cards.

But it is what teachers don't have that concerns us most deeply.

If the American school is to succeed in its enormous new responsibilities, its teachers must be better equipped for a highly complex professional responsibility.

2

Teachers need time to teach. With the mushrooming of what is to be taught within the school day and year, every activity which diverts teaching time from its central function is a loss that may never be retrieved.

Thus, the routines of roll and record keeping, of material inventory and management, of pupils' toilet and clothing, of hall and lunchroom control--all could be handled by persons of lesser skill under the management of teachers. Teaching is very taxing work. Persons in other professions and occupations have attended school, and, unfortunately, appeared to assume that teaching is little, if any, more demanding than the role of the student.

From the standpoint of management, the teacher is an administrator, because he is assuming the responsibility for the direction of some 30 human beings.

In addition to the obvious demanding character of such work, perhaps we fail to fully comprehend the fact that these human beings are unlike a machine which can be halted for a coffee break. Children are little dynamos that run continuously, and, thus, there is no built-in button that the teacher can push to make them inanimate. The teacher soon learns, also, that, contrary to their undergraduate professors' lectures, these children and youth are not jumping up and down with enthusiasm to learn! Hence, the teacher is challenged to assume the highest level of executive management in the form of human motivation.

Teachers need a manageable load. The present American system of six hours of pupil contact a day is in contrast to the teaching load that exists or is emerging in other parts of the world. In the first classroom-by-classroom survey of schools in the U.S.S.R., followed up by a return study five years later, we found our Soviet counterparts were revolutionizing the role of the teacher. The work week for secondary teachers had been reduced to eighteen hours and was only slightly longer for the elementary teacher. To provide the Soviet youngsters with additional learning opportunities, other professional and para-professional personnel served in the youth palaces to direct field trips, science laboratory experiences, foreign language clubs, and a host of other worthwhile developmental opportunities, including physical education and recreation.

Working only approximately half the time of the American teacher, the Soviet teacher is freed to prepare intensively for each class that he meets, to read critically and analytically each pupil's daily written work, and, most importantly, to return the papers to the pupil the very next day.

Such prompt association with the learning experience brings meaning that is not possible in the American school, where the teacher may not be able to return the materials for a week or more; the unmanageable load that tends to prevail in the American school dulls the learning process and undermines the motivation that certain and swift marking of papers promotes. But the big bonus to teacher supply is the fact that the teacher can depart from the school each day with the feeling that he has a manageable responsibility.

Teachers need specialized skills. Research has taught the Mother Profession that both the learner and the learning process are complex; unlike many of her offspring disciplines, however, she has been late to specialize. Of a hundred persons in the field of medicine today, only eleven are physicians. Each doctor depends upon a team of more than nine technicians, nurses and other aides. No longer can we afford to isolate the teacher with a group of learners in the traditional fashion.

More teachers should be scholars in their disciplines. Teachers on the modern frontier need the opportunity--and the motivation--for graduate study in depth. The expanse of knowledge and the teacher's self-respect require academic attainments that permit the individual to be accepted as a scholar among scholars. We no longer can base an educational system on the level of learning represented by initial preparation for teaching. Society must both encourage and provide rewards equal to the need for a growing number of scholarly teachers.

Teachers should have access to materials when needed. The bane of the conscientious teacher's life is the difficulty of obtaining resources when needed. Scheduling films, setting up projectors, replicating materials or tuning a TV receiver at a prescribed time, all interfere with the flow and continuity of teaching--so much so that teachers are tempted to banish the gadgets and rely on the simple expedients of lecture and recitation. Ways must be found for teachers to plan their work--then work their plan by having access to what they need when they need it, without frustration, delay or disruption. The white smocked laboratory assistant in the U.S.S.R. secondary science class is an example of the aide that makes an uninterrupted learning situation possible.

Without adequate time, a manageable load, the help of specialists, scholarly depth, and the convenient availability of materials, teachers today are denied a sense of satisfaction in their work. Without the potential for satisfying work experiences, teachers cannot hope to fulfill their new and national responsibilities that confront education in our time.

Do we dare design a great breakthrough in the preparation and professionalization of teachers?

Can we upgrade the teaching profession in prestige, and the rewards of a free enterprise system, that will effectively compete for qualified manpower?

First, let us dispel a delusion that has existed in our country for at least a century. It is the falacious assumption that the master teacher is obtainable for every classroom.

This is a myth that simply isn't attainable in an industrial society where highly talented persons are in demand for the many professional and managerial responsibilities required by an advanced economy.

People of exceptional ability come in random samples--they're not put up in mass production packaging. One must question whether a system which prepares and rewards all on an equal basis can ever be expected to produce an adequate supply of the exceptionally superior practitioner on which the advancement of every profession depends.

The current U. S. Commissioner of Education has said, "As things stand now, we conceive of teachers as all trained alike as novices. After four or five years, they receive a credential, and that's it! I believe it would be more sensible to devise a hierarchy of teaching positions ranging from interns to supervisors of career teachers. Shorter preparation would be required for restricted responsibility, while continuing and sustained learning would be necessary for the most prestigious career position."

Recognizing teachers by variations in rates of compensation and status has been repugnant to teachers. But there is evidence of a changing spirit. The National Commission on Teacher Education and Professional Standards has called for "outstanding teachers to be recognized for their special qualities through variations in their assignments . . . extra compensation and status among their colleagues in terms of instructional influence and direction."

Restoring the concept of the master teacher would be a great breakthrough in elevating the prestige and rewards of the profession, but it is not enough. Our schools not only need better teachers, but, also, more manpower. Thus, the concept of a master teacher implies apprentices and aides as well. Here again, our thinking is changing toward a unit concept.

In its in-service program for teachers this year, TEPS has chosen the theme of "The Teacher and His Staff." The staff is conceived to include all school personnel who support and serve teachers, including student teachers and interns, teacher aides, clerical aides, specialists and consultants. "The isolated, one-adult classroom will pass out of existence," says TEPS. "Teaching . . . must be more of a team effort." To change the traditional concept of one teacher ministering to all children, to a system which involves cooperative effort, aides and other personnel will require a mammoth effort.

Central to it, of course, is differentiating the role of teachers. Permit me to explore briefly with you some of the dimensions.

Let us use as a base a concept of the professional teacher. The professional in our emerging system must be regarded as the career teacher--the fully prepared and committed teacher.

For our time, this means the master's degree, with graduate work concentrated in the disciplines taught. The professional earns his status by successful teaching over a sufficient period to establish continuity, commitment

and success in teaching. He demonstrates those qualities of empathy and understanding that motivate and win the respect of pupils. He earns and exercises the privilege and responsibility of supervising the work of student teachers or interns.

The professional teacher, then, is the standard of our profession. He ranks in preparation, experience and salary above the bachelor-degree provisional teacher. He is qualified to guide the beginning bachelor degree, student or intern teacher. He may be assisted by technical or clerical aides. Thus, we have a unit potential for a number of pupils which could include the professional teacher, provisional teacher, beginner, intern or student teacher, and aides. There is, however, a competency needed that goes beyond the levels implied by these concepts and one which is demanded by the complexities of our new frontier.

I choose to label this level the executive teacher. Recognizing the facts of life regarding the distribution of abilities within a population, we must conceive means for sharing the exceptional abilities of superior teachers with more children and to hold within the teaching service our most talented persons. We must halt the drain of talented teachers who may become only average administrators.

The quality which distinguishes the executive teacher from the professional is that the former can work effectively with adults as well as children. This is a competency few teachers have, or, in fact, have even envisioned. This became evident in our inner cities with the burst of pre-school and compensatory services the past two years. Economic Opportunity and Elementary and Secondary Education Act funds brought the first major breakthrough in providing aides and assistants for classroom teachers. When a pre-school class of 15 was organized with a teacher and one or two aides, however, it became apporent the few teachers were prepared to manage or utilize their assistants effectively. Some even rebelled and refused to accept them.

Thus, the preparation programs by which we may prepare aides and interns for future teaching will also need to encompass the retraining of teachers to utilize aides effectively.

3

Managing the total instructional team, however, would be the executive teacher. In addition to teaching, the major components of his role would be--

..To organize and direct the total team effort
..To assume responsibility for long-range planning of instructional units and curriculum goals
..To measure the dimensions of individual needs of pupils through an understanding of testing, diagnostic and guidance processes
..To prepare visual and lecture materials
..To schedule and organize equipment
..To consult with parents and deal with home problems associated with school progress

..To direct the work of specialists in the diagnosis of learning problems, both for remediation and for attaining maximum achievement from the average and bright

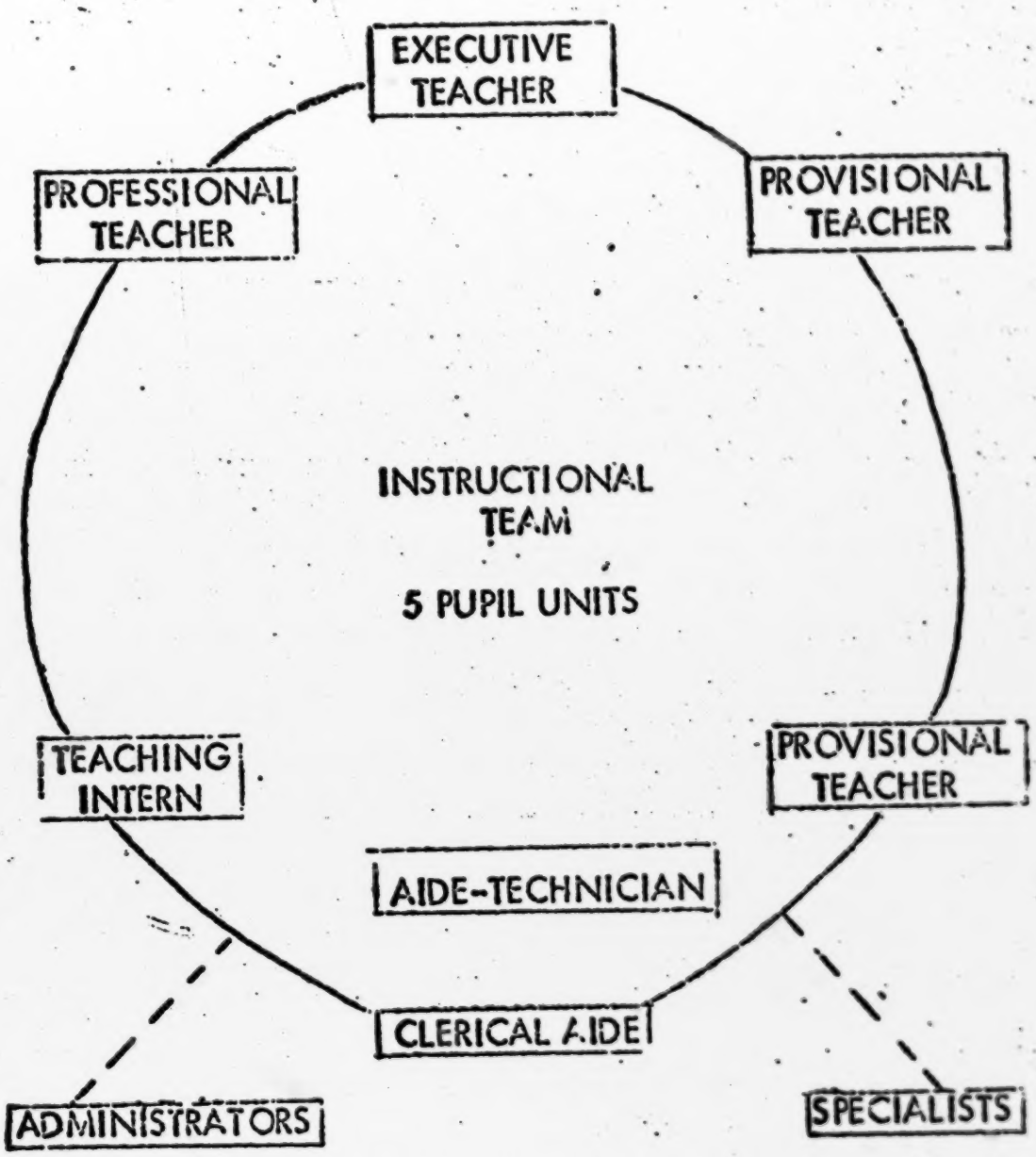
..To plan and schedule special services including health, speech therapy and psychological services

..To associate with research, both as a participant and a consumer of research findings from elsewhere.

Opportunities to keep abreast of the burst of new knowledge are opening up rapidly under U. S. Office of Education stimulus. The Michigan-Ohio Regional Education Laboratory (MOREL) and the Educational Research and Information Center (ERIC) are only two of the emerging avenues of experiment and information exchange. In that regard, the Greater Cleveland Research Council is a unique pioneer, an inspiration not only to the educators participating as members, but those throughout the nation who are using its exceptional materials.

4

Now, where does the executive teacher fit in the structure of a team or unit deployment of manpower? At the top, in a position roughly comparable to that traditionally occupied by the elementary principal in terms of pay and prestige. Here is how the instructional team might be organized:



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In terms of preparation, the team would be composed of -

Executive Teacher	M.A. plus
Professional Teacher	M.A.
Provisional Teacher	B.A.
Provisional Teacher	B.A.
Teaching Intern	(Student Teacher (Retraining Teacher (M.A.T. Program
Aide-Technician	Minimum H.S.
Clerical Aide	Minimum H.S.

Within such a team, there is room not only for the advanced and experienced teacher but also the aspiring and beginning one. The clerical aide might or might not have potential for future teaching, depending upon the concept of skill and service associated with the position. The aide-technician role, however, could be conceived as a non-professional job for housewives, college students and others on a part-time or full-time basis who aspire to become teachers. Their experience in setting up audio-visual equipment; laying out the day's texts and reference books according to plan; securing the films, filmstrips and recordings; assisting pupils with programmed and self-tutoring materials; and screening materials on cue from the lecturer or professional, would be invaluable parallel preparation to their collegiate courses.

The teaching intern, if paid a salary as a supplement, could extend his supervised initial classroom experiences to a year or more full time, rather than the part-time teaching that predominates present preparation patterns. Depending upon the plan of preparation to fit the needs of the school and the objectives of the colleges, the internship might be part of the student teaching experience, the initial year of the B.A. degree teacher's service, or the laboratory phase of a Master of Arts in the teaching program. Varied approaches should be tried as a means of attracting persons of best ability in largest volume.

Both the aide-technician and intern positions, however, offer means of attracting, identifying and holding promising prospects for future teaching careers. The clerical aide--concentrating on records, reports and replication--might also be a similar source for future teachers if selection criteria were suitable.

The provisional teacher represents the basically prepared and qualified person in roles of lesser responsibility--working with small groups, conducting teaching routines and supervising ordinary classroom functions. His commitment to continued service, willingness to accept professional responsibilities, and progress in graduate study would determine his advancement to professional status.

The position of executive teacher would await those exceptional and dedicated scholars and practitioners whose drive and desire mark them for leadership, whose dedication and enthusiasm invite additional responsibility, and whose personal qualities and reputation earn them distinction in the community. He is paid at a rate significantly higher in accordance with his additional duties and responsibilities. In terms of ratios, the pay scale would look like this:

Executive Teacher	1.25
Professional Teacher	1.00
Provisional Teacher	.85
Provisional Teacher	.85
Intern	.40
Aide-Technician	.35
Clerical Aide	.30
Total for 5 Pupil Units	5.00

Thus, this is no pie-in-the-sky plan--no dream of grandeur. Using the professional, or master's degree teacher, as the base of the system, the total equivalency after adding the aide-technician and clerical aide remains at five teacher equivalents for five groups of pupils. If the base were, at say, $10,000--not unrealistic in terms of current master's degree salary schedules--an executive teacher could expect to earn $12,500. An intern could begin at $4,000--considerably more than most college fellowships now provide. Thus, the instructional team, while providing more prestige and greater resources for the teacher also gives the taxpayer the services he wants without additional cost, other than those factors that have affected salary schedules in the past, and which should continue in the economy of the future.

7

Now, let us summarize the advantages of an instructional team headed by an executive teacher.

..It permits a graduated pay scale for varied responsibilities and status that have characterized professions other than teaching.

..It brings to teachers the personal recognition and rewards of advancement through achievement.

..It brings added dignity and prestige to the teaching profession, hopefully a new level which it has not attained in the past in our society.

..It augments the manpower supply by bringing more persons to the realm of the classroom and gives them sound experience as a basis for making a career choice in education.

..It encourages the able to remain in teaching rather than to use it as a stepping stone to other professions.

..It brings to every group of children the talents of superior teachers, rather than treating them to a succession of beginners.

..It recognizes the facts of the distribution of human abilities and capitalizes on the best that each person can contribute.

..It provides for lesser and greater positions of responsibility on the teaching team without detracting from the traditional concept or pay of the professional teacher.

The implications to teacher preparation institutions are obvious. They may find it helpful to refer to the course catalogue of business administration to include management training in the graduate work of the executive teacher. During the pre-service preparation, the teacher education institutions should begin suitable counseling to direct persons toward their maximum talents--such as those who have writing potential, those who show evidence of lecturing well, those who organize effectively, and those who have the skills to design visual and other teaching materials. In addition, and particularly at the graduate level, the institution will be concerned with experiences which will develop persons who can structure and systematize learning experiences in terms of the contributions and roles of each member of the team.

For those who venture onto this new frontier of teaching, the responsibilities of leadership will be as demanding as those faced by intrepid frontiersmen of the past who have exhibited a zest for adventure and exploration. Nowhere is this more evident than on the frontier of the modern American city. It is the frontier on which three-fourths of our children are now being taught and more than 80 per cent will be taught in the last quarter of this century.

It was the larger cities in the first quarter of our century that made the great advancements in American education. It is in our urban complexes where we shall prove whether or not tomorrow's schools can be good enough--indeed, whether they can achieve heights mankind has not yet been able to attain. It is in these schools that we shall determine whether the American dream can be fulfilled for all children regardless of circumstances.

Ours is now the task of bringing about the fourth revolution in American education--of educating the lower 20 per cent in ability who worked in the fields, farms and mines of America a generation ago. They have become the alienated, hostile, useless generation who perpetuate the welfare roles from father to child.

In an elementary class of 35 they now represent 7 future dropouts, the one in five of our population for whom the American School was not designed. A combined work and study experience may be an essential ingredient that our society must develop on a large scale.

Perhaps we should consider some special recognition for the teachers who already are leading the expedition on the inner-city frontier. These are the real "pros" who have volunteered to initiate the innovative programs to use their skills to start this fourth revolution. They may qualify as executive teachers--but we owe them even more than pay and prestige.

Society may not soon enough realize the contribution they are making. But if sometime it does, perhaps we could strike a medal for the frontier teacher--a professional symbol which designates him as an adventurer on the modern frontier, and one whose courage and capabilities will remake American education to serve unprecedented demands.

Until that time, what does the executive teacher concept offer the teaching profession as we blueprint the last quarter of the twentieth century? It promises a happier outlook for the teaching profession--one in which the specialized skills of well-prepared teachers assume greater value in our society.

It suggests more manageable job conditions. The executive teacher can be freed from some of the routines of record keeping, supervised study, test administration, and activities management to concentrate more effectively on individual pupil analyses and instruction and the direction of supplemental and remedial services.

It implies greater depth of scholarship, more graduate study in the major discipline, and more individual research in the psychology and practice of teaching.

It promotes a higher professional standing which may attract more career teachers and a growing body of competent colleagues. The mobile mass of maidens--which constitute the most serious and perennial shortage of personnel--can be succeeded by a better balance of professionals of both sexes.

It encourages a career concept of teaching which recognizes the skills and experiences of knowledgeable persons whose life work is dedicated to the professional pursuit.

It elevates the battered concept of methodology to the level of professional skills and techniques--an understanding of the causal relationship to problems and remedies.

Finally, it marshalls modern aids and materials to the teacher's disposal.

In the fully automated, computerized classroom, with the assistance of technical, clerical and teaching aides, the executive teacher can accomplish more, in greater depth, with more pupils than ever conceived before.

And if there be satisfaction in the achievement of but one pupil, how great can be the satisfaction of a teacher who is master of many? The frontiers of teaching today can offer all the thrill and rewards which have always beckoned the adventuresome. Happy hunting!

NCTEPS
4/30/67.
Walnut Ridge H.S.
Columbus, O.

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MODERN FRONTIERS OF TEACHING

Martin Essex
State Superintendent of Public Instruction
Jennings Scholar Lecture
Saturday, October 15, 1966
Cleveland Public Library Auditorium

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